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ABSTRACT

This report is an attempt to delineate more effectively planning for the delivery of services in the Office of Counseling Services at Rhode Island College. As Eurick and Tickton have previously emphasized, an "adequate" plan for allocation of any array of resources must begin with a descriptive statement if the agency intends to meet those objectives in a very specific manner. This report is the result of such assimilative planning according to those guidelines, and presents discussion on such topics as institutional context, college objectives, objectives of professional programs, objectives of the Office of Counseling Services, allocation of manpower and resources, and mental health delivery. (Author/CJ)

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PROSPECTUS: 1973 - 74

OFFICE OF COUNSELING SERVICES

RHODE ISLAND COLLEGE

PROVIDENCE, R. I.

May, 1973

CG 009 316

OVERVIEW:

The following material has been synthesized over the past several weeks in an attempt to more effectively delineate planning for the delivery of services for 1973-74 in the Office of Counseling Services (OCS) at Rhode Island College.

As Eurich and Tickton (1973) among others, have emphasized repeatedly, an "adequate" plan for allocation of any array of resources must begin with a descriptive statement of the agency as it exists, the goals of the institution, and how the agency intends to meet those objectives in a very specific manner. The ensuing pages are the result of such assimilative planning according to those guidelines:

INSTITUTIONAL CONTEXT:

Rhode Island College is a medium-sized institution straddling the Mt. Pleasant suburb of Providence and the town of North Providence, R. I. An undergraduate population of 4964 students and a graduate student enrollment of 2644 totals a student body of just over 7600 students (Cross, 1973). It should be realized that just over half of that total number are full-time enrollees. Nonetheless, the total figures are felt to be important here as all are "potentially" clients for some aspect of service offered by OCS. Further,

the recognition of student population numbers tells only a partial story, as staff, faculty, and the extra-campus community are also members of the constituencies which OCS purports to serve.

COLLEGE OBJECTIVES:

Rhode Island College is a general state college principally devoted to educating students in the arts and sciences and to preparing teachers and other school personnel. Other professional and pre-professional programs are offered to meet needs of students and to serve the community.

The curriculum of Rhode Island College enables students, at both the graduate and undergraduate levels, to develop intellectual powers and skills, critical sensibilities, understanding of self and others, capacity for dealing with change, and readiness to utilize these capabilities in a useful and satisfying life. More generally, the curriculum aims at improved understanding and perception of behavior, values, attitudes, and beliefs. The curriculum, in a formal and supervised way, provides opportunities for study in the areas of the humanities, mathematics and the sciences, and the social and behavioral sciences.

A person so educated should:

think clearly and accurately;

communicate effectively;

understand the scope and principles of various branches of knowledge with substantial depth in at least one branch;

possess sufficient factual knowledge for orientation, illustration, and validation of reasoning;

cope effectively with changing and challenging physical, intellectual, and social environments, including the impact of mass culture and technology on individual and human values;

interact constructively with persons of the same or different beliefs and backgrounds;

make sound decisions based upon examining evidence and alternate solutions.

OBJECTIVES OF PROFESSIONAL PROGRAMS:

The preparation of well-educated, professionally competent teachers and other school personnel, especially for the schools of Rhode Island, and the advancement of knowledge in educational theory and techniques are major functions of Rhode Island College. The curricula is designed to provide education students with knowledge and understanding of the nature and growth of children, of the learning process, and of the materials and methods of teaching. Rhode IslandCollege also offers curriculums to prepare professional nurses and medical technologists, and programs to

initiate the professional preparation of social workers and public affairs personnel. All professional programs seek through observation and practicum opportunities to help students develop beginning professional competence.

STUDENT AFFAIRS CONTEXT:

The Student Affairs Division at RIC is a somewhat traditional arrangement for a college, having a Vice-President for Student Affairs to whom ten departments including OCS report. The other member offices include Admissions, Records, Health Services, Career Development Center, New Student Programs, Student Development Programs, Student Life, Resident Life, and Student Activities.

OFFICE OF COUNSELING SERVICES:

OCS, as currently staffed, includes a director, two full-time counselors, one half-time counselor, one half-time coordinator of research and testing, one half-time graduate assistant, two quarter-time interns, and two full-time secretaries. The financial support for the entire office comes from the college, excepting where graduate interns are involved. Their number can vary from 'none' (as in this semester) to a maximum of two given present physical and staffing arrangements, and the internship placements are unpaid positions.

OFFICE OF COUNSELING SERVICES OBJECTIVES:

There are essentially three primary objectives for the opera-

tion of the OCS. They, are in concert with the institution's objectives and follow the general model provided by Morrill and Hurst (1970) - as follows:

1. To educate for competency in the areas of personal-social skills, academic skills, and career development skills.
2. To enhance and modify in- and out-of-classroom learning through consulting with the immediate and broader communities (students, faculty, administrators, staff, and the extra-campus communities).
3. To study the campus communities and their environments, evaluate their impacts, and re-design programs that will ensure the accomplishment of the previous two objectives.

The somewhat unique ways in which the OCS attempts to meet these global objectives include the following programs:

1. Direct Counseling/Psychotherapeutic Services: Individual counseling and therapy is available to all members of the Rhode Island College community. Such assistance can be provided on a one-to-one basis or in groups and is without fee. Typical concerns include emotional and social problems, academic dysfunction, or

career development and planning. Interviews can be arranged by appointment or by 'dropping-in' during regular college business hours.

2. Developmental Outreach Programs:
   In addition to remedial intervention, various supplements to the curriculum that address the constantly changing needs of the developing "whole person" are sponsored by the OCS. Examples of these opportunities include a variety of human relations groups, topical workshops and seminars, and other developmentally-based training programs planned to extend learning beyond the confines of "office visits" and individual or group therapy.
3. Training and Supervision:
   The Office of Counseling Services also needs to extend its personnel resources in ways that offer support to the professional training mission of the college. This is done by the hiring and supervising of persons in clinical and counseling training programs, and the provision of support and training for paraprofessional agencies and groups such as the Drop-In Center and Residence Hall Staffs. In addition,

normal instructional skills are frequently called for from OCS staff members who teach credit-bearing courses.

4. Research and Evaluation:

Although it is assumed that evaluation is an integral facet of all OCS programs, the further need exists to assess the impact of the college on its members, to adequately describe them, and to monitor the various outcomes of our educational efforts. In addition, the particular researching of the co-curricular environment and programs receives concerted focus and consultative support from personnel based in OCS.

SPECIFIC RESOURCE ALLOCATION:

In order to meet the variety of demands described herein, it is imperative that personnel choose to commit themselves, time, and energies by setting priorities and contracting for those commitments in "real time" units. Further, the specification of the tasks involved should enhance the planning, evaluation, and accountability dimensions which reflect sound preparation, selection, and economy of resources. The following forms are representative devices for attaining such ends for 1973-74 in OCS.

SERVICE COMMITMENT CONTRACT WITH CCS

Fall Semester, 1973 Name:_____
Hours/wk. in CCS:_____

Please indicate both the task and estimated hours for which you are contracting. Following negotiation of time/service conflicts where necessary, please submit for final agreement. Thank you.

J.E.K.

I. DIRECT SERVICE: (Individual and group therapy.)

Tasks	Estimate hr./wk.
1.	
2.	
3.	

II. DEVELOPMENTAL OUTREACH: (cf. attached)

Program/team	Task	Est. hr/wk.
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

III. TRAINING/SUPERVISION/INSTRUCTION: (SA staff, OCS staff, interns, classroom, paraprofessionals, extra-campus - includes both doing and receiving)

Tasks	Estimate hr./wk.
1.	
2.	
3.	
4.	
5.	
6.	
7.	

IV. RESEARCH/EVALUATION: (planning, data collection, processing, reporting, consulting)

Tasks	Estimate hr./wk.
1.	
2.	
3.	
4.	

V. ADMINISTRATIVE: (direction, committees, correspondence, conferences)

Tasks	Estimate hr./wk.
1.	
2.	
3.	
4.	

Approved: _____ (date)

_____ (date)

(We are indebted to Jim Hurst, Wes Morrill, and their colleagues at Colorado State University for this 'contracting' schema which appears only slightly modified from the original.)

EXAMPLES OF OCS DEVELOPMENTAL OUTREACH PROGRAMS

GROUPS

Basic Interactions/Interpersonal Growth
Sexuality
Woman's/Men's Awareness
Couples Workshop
Racial Awareness
Creative Risk-Taking
Black/White Racism
Residential Community-Building

TRAINING, SKILLS

Organizational Development
Leadership Training
Communication Skills
Anxiety Management Training
Advisement and Interviewing Seminars
Survival Skills Seminar
Group Dynamics
Affective Skill Development

INFORMATIONAL, OTHER

Sexuality Symposium
Human Relations
Career Development
Life-Planning
Perspectives on Being
Topical Seminars - Social Issues
Values Clarification
Alternative Lifestyles Symposium

OCS TIME ALLOCATION

FALL, 1973

NAME	DS	DO	T & S	R & E	GEN'L. ADMIN.	PROF. GROWTH	TOTAL
KNOTT							
PALMER							
PRULL							
WHITE							
(INTERN)							
(INTERN)							
(GR. ASST.)							
(NEW STAFF)							
TOTAL							
%							

Legend:

DS = direct service
DO = developmental outreach
T&S = training and supervision
R&E = research and evaluation
Gen'l. Admin. = general administration
Prof. Growth = other professional growth
(Totals are - "real time", hours per week.)
(Totals - percentages reflect percent of total time allotted for OCS activities.)
(Note that not all sums will equate as not all staff are FTE by category.)

(* Also borrowed from our friends at CSU, Ft. Collins, Colorado.)

Obviously, the previous page lacks completion, as interns, and a graduate assistant are not personally identifiable at this time, and their time and services will contribute additionally to the OCS program complement. More importantly, however, the total program approach described in these pages demands an earnest consideration of how "real time" demands can be increasingly met without a relative increase in personnel.

To further elaborate the present and future development of such needs for professional staff, we can look at several relevant sources. First, the posture of this office this year was not significantly different from that outlined previously in this paper. Yet, we have operationally come to a point where essentially the same quantities and qualities of services are being delivered, and this "no growth" picture is reinforced by the reduction of staff by one full-time counselor this immediate academic year. If we are to move ahead in the areas and ways for which we have deservedly received support in the past, that same element of support must be renewed so that staff and program "expansion" can rightly proceed.

Another, more global source of perspective on the problem is that delineated in Drum's and Figler's (1973, in press) presentation of an operating model for counseling centers in higher education. Their schema - an explicit analytic program -targets the sources, goals, and types of educational interventions from narrow to broader scope of impacts, much

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as OCS views its mission. Serendipitally, this model is currently being implemented by Dave Drum at the University of Rhode Island. (This "synergic accord" may well serve to reinforce the impact of counseling for higher education institutions in the state.) The model is presented for comparison below:

A SEVEN-DIMENSIONAL MODEL OF COUNSELING POTENTIAL

1. PROBLEM AWARENESS	acute problem	felt need	growth problem	developmental task	pre-awareness problems	
2. INTERVENTION TARGETS	individual	formal group	informal group	the educational institution		
3. SETTING	counselor's office	residence hall	activities building	classroom	naturalistic counselors	
4. DIRECTNESS OF SERVICE	helping interview	group	self-help	community resources	environmental change agent	
5. NUMBER OF HELPERS	professional counselor	para-professionals	teachers	non-paid lay helpers	naturalistic counselors	
6. COUNSELING METHODS	individual	group	multiple counseling	computer counseling	educational role	
7. DURATION OF COUNSELING	single interview	brief therapy	long-term therapy	indirect help	extended sequence	

Still another perspective in the consideration of OCS program development is that implicit in the findings of a recent California State Commission (Bacheller et al, 1973). The group was a special investigative sub-committee which surveyed Counseling needs and current services at all state four-year institutions of higher education. The report, reflecting thousands of persons inventoried and hundreds of committee hours in writing the final recommendations, included the following (ultimately adopted) proposals:

1. Counseling Centers can and should play a significant role in the developmental livelihood of colleges and universities.
2. Professional counseling staff should be brought to a ratio of no less than one per thousand students, and that minimum maintained as a system-wide standard.
3. Counseling agencies should extend their personnel and energies into both the immediate and broader campus communities through the expansion of outreach program efforts.
4. In the analysis of physical settings of campus counseling agencies, a strong argument can be made for locating such facilities in optimally accessible locations, especially where the agency is centralized.

This last point was based on a comparison of schools noting differential effects favoring counseling centers located near so-called "high student traffic" areas, and those on ground level as opposed to locations on other building levels. The summaries for total report and by institution are in publication now and will be available this spring. It seems that the case for at least returning to the level of staffing of two years ago, or better still, increasing on that number, is well supported in all of the foregoing

material. The present level of staffing of OCS provides at best for a "linear" model for delivery of services. The addition of a person or persons will enable a multi-impact delivery system, optimal development of programs, and maximum service and availability to the campus community in all its components.

With additional personnel it becomes possible to take the administrative and consultative time necessary to draw together program and personnel facets already available within the Student Affairs staff. These are rich resources that have not yet begun to be adequately tapped because there has been no way to date of coordinating and crystallizing personnel and programs! The addition of one or two persons is seen to have "exponential" potential effects in the impacts made possible by drawing together and using the full Student Affairs personnel resources in this manner.

SUPPLEMENTAL INPUT:

In the construction of this Prospectus, we have relied on many sources for the contribution of diverse models and consideration of operating philosophies. In the next several pages, many of these materials are presented and/or summarized. They include a variety of inputs from which we have evolved the delivery model described herein. It is our earnest hope that realization of these objectives can be accomplished *post-haste*,

so that we may better go about the essential business of 'educating for human development.'

QUALITY OF EDUCATIONAL LIFE: PRIORITIES FOR TODAY

Concludes that troubled conditions in higher education, caused by the university's less insulated role, could be resolved if priorities on campus became concerned with the quality of educational life. Changes within society and in university role have placed new demands upon the higher education system, demands not met because of system priorities that value stability, predictability, and maintenance--a rigid and dehumanizing response to a community needing fluidity and flexibility of responses that value and allow growth and change to take place. Old system priorities cause stresses. conflicts, impasses, and suppressions.

Task force members believe the system can be responsive and humane if its priorities are concerned with the quality of educational life and facilitate growth, change, communication, participation, interrelationship, and fulfillment of objectives within the system. The report indicates ways that priority shift can be instrumental in resolving problems and details the roles and vehicles for mental health delivery systems needed to tool up to respond to the newer set of priorities. Suggested:

- working with groups of administration and faculty.
- advocating for disenfranchised community members.
- assisting students to understand dynamics and effectively organize for and achieve influence and power within the system.
- becoming involved in the educational functions within the community (assessing students and abilities in learning situations--designing new teaching methods, learning situations and classroom structures that enhance student potential.)
- advocating for curricular flexibility and interdisciplinary cooperation.

- activating promotion of mental health and quality of educational life (including necessary in-service and academic training.).

- understanding environmental/architectural influences on human behavior, systems analysis and dynamics, and community assessment and organization.

NEW DESIGNS: PREVENT EDUCATIONAL CASUALTIES, PROMOTE EDUCATIONAL GROWTH

An Open Mental Health Delivery System

In the current campus design, mental health facilities are generally a closed system because the service handles individual problems and seldom relates these problems to environmental sources or community issues. But the facility's case load is indicative of two things: first, that there are many high-stress points within the higher education environment producing casualties and second, that the traditional mental health delivery system is in need of some redesigning to handle the stress upon it.

A more open mental health delivery system could address both problems. Through the promotion of community participation and programming, it could assist the system in achieving new designs that would prevent system stress and decrease system casualties. The mental health delivery system would still find itself under stress. But the current stress associated with treating individual casualties would shift to a stress associated with the creation of new designs and hence it would be more beneficial to higher education and serve a greater number of people than the present delivery system is capable of doing.

Campus community needs differ from school to school, and thus the type of community programming conducted by mental health facilities will differ. However, the urgent need for services to become involved in the prevention of educational casualties and the promotion of educational growth is increasing on all campuses.

O. C. S. SELF-ANALYSIS

PREFACE

The campus can employ many methods to prevent educational casualties and to promote educational growth. But many preventive methods are of a stop-gap nature. In the short run, they will prevent campus stress from bursting through the system's seams. In the long run, a more lasting and beneficial prevention is the promotion of new system designs that will reduce campus stress.

The monolithic higher education system causes many undue stresses. By redesigning the system to promote student power and safety-valves, these stresses can be prevented and educational growth enhanced. The high incidence of student withdrawal can be prevented by system design changes that promote student responsibility and multilevel participation. The extraordinary stress imposed upon minority campus members can be prevented through system designs that recognize plurality and give positive value to ethnicity.,

System design is a complex undertaking. System change or redesign can be an even more complex challenge. Certainly the campus has the human resources and knowledge to take up the challenge. Campus mental health facilities must number among the contributors for new system designs. An effective approach would be redesigning the delivery system to promote community programming. Through these efforts, mental health services can become active in assisting higher education in the prevention of educational casualties and the promotion of educational growth.

PREVENTION OF EDUCATIONAL CASUALTY AND THE PROMOTION OF EDUCATIONAL GROWTH

A SELF-ANALYSIS QUIZ FOR CAMPUS MENTAL HEALTH SERVICES

General Questions Regarding Campus Community

1. What does your service know about the campus community:

   A. What are the objectives within the community?

   B. What are the designs to reach these objectives?

   C. What are the reward systems implied in current designs?

   D. What power sources perpetuate the current reward systems?

2. What role does your service play in the community?

   A. Is the service involved in setting objectives?

   B. Is the service involved in designing policies and programs to reach the objectives.

   C. Is the service involved in developing reward systems?

   D. Is the service involved with or within power sources?

SCORING: To the extent the answers to these questions are "don't know" or "not involved," the campus mental health service is seen by the task force as not playing as significant a role as it could in the prevention of educational casualty and the promotion of educational growth.

Specific Questions for Campus Mental Health Services

1. Does the service see as its primary responsibility the treatment of individuals and their intrapsychic patholcgy?

2. Does the service rely upon the traditional-individual role of analysis to explain individual distress (illness)?

3. Does the service have an orientation towards treatment rather than prevention or enhancement?

4. Does the service have only limited participation in the formation of administrative policies and procedures?

5. Does the service have limited review and comment upon curriculum or faculty practicum?

6. Does the service employ only mental health professionals?

7. Does the service operate without significant consumer input in the development, implementation, and evaluation of programs?

SCORING: To the extent the answers to these questions are "yes," the mental health service is seen by the task force as not playing as significant a role as it could in the prevention of educational casualty and the promotion of educational growth.

Questions for Further Programming Analysis

1. Does your service have a list of objectives or goals? How do these goals or objectives relate to community issues? How do these goals or objectives relate to the issue of prevention and promotion?

2. How are your service's program efforts distributed? What portion of these efforts relate to prevention and promotion?

3. How are your service's money resources distributed? What portion of these resources relate to prevention and promotion?

4. By what methods and criteria are your current prevention and promotion efforts judged to be successful or unsuccessful?

5. By what methods and criteria will the need for future prevention and promotion be determined?

SCORING: Detailed responses to these questions should provide a profile on the the type of prevention and promotion programming the campus mental health service provides. To the extent that prevention and promotion are not linked to community issues and not included in program efforts, objectives, and goals and to the extent that the community does not participate in the planning, delivery, and evaluation of services, the service is seen by the task force as not playing as significant a role as it could in the prevention of educational casualty and the promotion of educational growth.

CONSULTATION: A PROCESS FOR CONTINUOUS INSTITUTIONAL RENEWAL

The consultation design is suggested as an effective way mental health services can assist the higher education system to adjust and change with the shifting mental health needs of the campus. As the design is used, it may well provide a model on campus for a center which will become an institutionalized positive change agent based on campus needs. Such a center would give campus administrators the reservoir of resources they need in their consultative efforts. Mental health services could both deposit and withdraw center resources for the resolution of campus problems.

The consultation design can be used in a variety of ways. It can be used to prevent, remediate, or enhance campus conditions that affect the educational and life goals of campus members. The design can be used to address these conditions on a individual, group, institutional, or community basis.

The consultation design described contains several concepts:

-The mental health professional must be actively involved in seeking out problems, issues, and trends which affect the state of well-being and quality of life on campus.

-The mental health professional must assume responsibility for initiating some action responsive to these problems, issues, and trends.

-Enhancement as well as treatment must be seen as a valid and necessary mental health activity.

-Programmatic responses to specific problems must be explored and used whenever possible.

To function optimally the consultation design will need:

-Time for channels of communication and confidence to be established. It may be expected that many will be impatient with formal efforts, demanding immediate rectification of current problems.

-Money for development, implementation, and evaluation of programs.

-In-service training for the development of new skills or recombination of old skills in new ways to implement each function of the design.

-Access to admininstration and support from administration for the design to foster constant change and adjustment within the higher education system. The design may be seen as an instrument for feeding back information to the system relative to its growth and development. In this regard, the design complements the efforts of campus administrators.

THE ECOSYSTEM MODEL: DESIGNING CAMPUS ENVIRONMENTS

Views the campus community as a series of transactions between environments and members. Posits the physical environment, the administrative enviroment, and the peer environment (very similar to Astin's work and the Inventory of College Activities) as the significant dimensions. Assumes the environment has a shaping effect upon people and vice-versa. Different people will respond or function differently in differing environments. The hope of an esosystem model is to fit environments to people (rather than people to environment) so they can achieve their greatest potential. In education, design the environment with educational objectives in mind.

To accomplish its goal, the ecosystem model uses an interdisciplinary approach for the make-up of its design personnel and design process. It requires input, accessibility, and collaboration from all elements of the university. It requires clarity of educational values and objectives. It requires a consistent monitoring of values and objectives and of causes and effects in student/environment transactions.

The concept of an ecosystem design center establishes areas of competence, responsibility, and accountability, and eliminates duplication of effort. The design center concept is also a vehicle for frequent exchange of ideas and information and frequent appraisal of campus values and goals.

Utilzation of this model will create turmoil and anxiety, thus constant feedback from campus members is a necessity. They must be reasured that they will have input into the designs conception and evaluation.

Counseling Center Accountability

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	Who is Accountable	To Whom	For What
Goal Accountability			
Program Accountability			
Outcome Accountability			

Adapted from a Newsletter of the Center for Evaluation, UCLA, Vol. 3, No. 3, May 1972.

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Here is a list of TWENTY COUNSELING FUNCTIONS which are relevant to this particular research. Since the research focuses on only these twenty, it is quite possible that some counseling functions which are performed by your Center are not included. Conversely, there may be functions included which you do not perform. Please read the list carefully and we will ask you to consider it in two different ways.

I. Hypothetically, we are giving you 100 UNITS which represent the total resources presently available to your Center (i.e., counseling staff, secretarial staff, finances). Now, we want to know how you PRESENTLY "spend" these units in terms of the DEGREE OF EMPHASIS you place on each given function. If you DO NOT perform a listed function, assign it 0 UNITS.

II. Now, imagine, if you will, that your Center is an IDEAL situation in terms of total resources (i.e., counseling staff, secretarial staff, finances). Given 100 UNITS, how would you choose to spend them? Please remember that the TOTAL MUST EQUAL 100 UNITS. Assign 0 to any function you would NOT include.

(Personal communication from, J.S. Lombardi; preliminary questionnaire for thesis research, Jan., 1973)

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LIST OF FUNCTIONS	I PRESENT	II IDEAL
1. Counseling for educational-voc. indecision	_____ UNITS	_____ UNITS
2. Consultation with administration on student needs	_____	_____
3. Psychological testing as an aid to counseling.	_____	_____
4. Short term counseling of individuals with personal problems	_____	_____
5. Long term counseling of individuals with personal problems	_____	_____
6. Sex Education (i.e., panel discussions, courses sponsored by Center).	_____	_____
7. Reading and Study Skills service.	_____	_____
8. Training of residence hall staff (ex.-RA's)	_____	_____
9. Supervising practicum students in individual and group counseling techniques	_____	_____
10. Consultation with faculty on student needs.	_____	_____
11. Drug Education (i.e., panel discussions, courses sponsored by Center).	_____	_____
12. Group counseling (with Center clients). . .	_____	_____
13. Program planning and evaluation based on on-going studies of student characteristics and needs within your institution	_____	_____
14. Counseling students experiencing difficulties in academic performance	_____	_____
15. Training of graduate student counselors for outreach and preventive activities.	_____	_____
16. Formal participation on university committees to improve student life	_____	_____
17. Individual counseling of student's spouse .	_____	_____
18. Involvement of Center staff with groups of students for purposes of furthering growth (i.e., encounter group type experience) . .	_____	_____
19. Socio-educative programs for married students (i.e., husbands and/or wives). . .	_____	_____
20. Systematic research on counseling effectiveness	_____	_____
TOTALS	100 UNITS	100 UNITS

Office of Counseling Services

PROGRAM DEVELOPMENT CHECKLIST:

Potential Considerations:

1. What are the general objectives you are attempting to meet?

2. Who is/are the targeted program recipients/participants?

3. How do these objectives, if met in program form, specifically propose to alter behaviors?

4. Name and identify all personnel involved in the program - at any phase.

5. What are the proposed costs - both personnel and material - of the program?

6. Develop the program formally, identifying the following dimensions:

   a. Program (name)
   b. Objectives (amplify)
   c. Proposed experiences
   d. Targeted program recipients (indirect also)
   e. Special materials (and unit costs)
   f. Personnel support (and costs)
   g. Program settings
   h. Time frame
   i. Evaluation format

THOUGHTS ON EVALUATION IN HIGHER EDUCATION

Research and Evaluation in higher education should be conducted to make the campus community educationally "self-conscious". Beyond those contributions to management and economy, it should promote a heightened awareness of consequences, a more critical awareness of values, and a deeper concern for the quality of educational experience.

The central question to be asked of our educational programs is not "What are the objectives?", but "What are the consequences?" Our hopes are that among the consequences are some which are intended as objectives, but looking at the extent to which objectives are achieved will not answer the larger question. We need to know as much as possible about the current and potential ramifications of our programs, for indirect consequences may be equally as important as stated objectives!

The most appropriate role of the evaluator in higher education is that of social scientist. His function is to provide more complex bases for informed judgment and decision-making. He should facilitate the tasks of the decision makers by providing them with data which must be dealt with, must be integrated in the judgmental process. Wise judgment demands an awareness of complexity and consequences, a consideration of values, and the possession of information relevant to such complexities, consequences, and values.

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